

2021 Annual Report to The School Community



School Name: Avenues Education (6363)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2022 at 03:01 PM by Colette Davis (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 06 May 2022 at 11:14 AM by Lynne Allison (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the *'Performance Summary'* section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Specialist schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Specialist schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum

Engagement

Student attendance and engagement at school, including:

- how many exiting students go on to further studies or full-time work

Results are displayed for the latest year and the average of the last four years (where available).

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances. Absence data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Towards Foundation Level Victorian Curriculum'?

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Avenues Education is a multi-site South East Victoria Region (SEVR) outreach government school that works in partnership with Child Youth Mental Health Services (CYMHS). Avenues Education accepts referrals from CYMHS to provide educational services to students to reduce the barriers to them accessing the education environment. Avenues Education staff provide tiered educational interventions including individual student support, targeted groups for students, mental health prevention and promotion, professional development, consultation and liaison. Avenues Education provides early intervention to prevent educational disadvantage of students whose learning has been interrupted due to social, emotional, and/or mental health difficulties. Avenues Education also provides tiered support directly to SEVR schools, including mental health prevention and promotion activities, school capability building sessions, professional learning, consultation and liaison.

Students participating in Avenues Education retain enrolment in their school of origin. Depending on the program and individual health needs, students undertake sessions with Avenues Education either at their school of origin or at Avenues Education locations. Individual students referred to Avenues Education by CYMHS will be under the care of CYMHS, their learning has been interrupted due to social, emotional, and/or mental health difficulties, be enrolled in primary or secondary school and require the signed consent of the parent/carer (and student where appropriate) to participate. Students cease to be part of Avenues Education programs when they are discharged from the CYMHS program or when the reason for referral has been addressed.

Our Mission is to:

- o Provide educational services to students to reduce the barriers to engagement in learning.
- o Provide tiered educational interventions including individual student support, targeted groups for students, mental health prevention and promotion, professional development, consultation and liaison
- o Provide early intervention to prevent educational disadvantage of students whose learning has been interrupted due to social, emotional, and/or mental health difficulties
- o Provide schools with tiered interventions to assist them in recognising and responding to the mental health needs of students
- o Work in partnership with Child and Youth Mental Health Services to provide students with the necessary skills to access educational pathways

Our Values aim to create a positive and safe learning environment that enables the student to learn the necessary skills to access education. Our values matrix establishes what behaviours should look, sound and feel like for our students. We explicitly teach these behaviours as skills. We introduce, model and reinforce these with each student, based on their individualised needs. These skills are necessary for students to successfully navigate their life in a positive, safe and meaningful way.

Be Hopeful - plan for your future, accept your strengths and build on your gaps, advocate for yourself, practice problem solving, find your people

Be a Learner - use coping and regulation strategies, seek help, communicate your thoughts and clarify instructions, track and celebrate your growth, know how you learn

Be Kind - take time to care for your physical and mental self, uncover what brings you enjoyment, use a growth mindset of "I haven't got it yet", take supported risks, have courage to make mistakes

In 2021, Avenues Education had 17.8 equivalent full-time staff: 2.0 Principal Class, 14.2 Teachers and 1.6 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2021, Avenues Education's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the FISO Dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Evaluating Impact on Learning, Parents and Carers as Partners and Empowering Students and Building

School Pride. The implementation of remote learning approaches across our school programs in response to the COVID-19 pandemic restrictions resulted in the reprioritisation of some AIP developmental areas.

The continuation of the Avenues Education Teaching and Learning Model was a priority development area within the dimension of Building Practice Excellence in 2021. We will use this preliminary work to develop individual and group curriculums, based on personal/social/ critical thinking capabilities, with aligned assessment matrices and progress scales. We will work to improve our evidence and data systems to effectively assess and monitor student progress. We will also be establishing SWPBS as the multi-tiered response model to support students' mental health. This work will further enable teachers to identify and respond to students' individual wellbeing and learning needs.

Professional Learning Community (PLC) approach was utilised to develop and implement further documentation and evidence aligned to the identified stages. We will use PLC's to build curriculum and assessment and evaluate our impact on student learning. The redevelopment of the school website and other school information materials will remain a priority for Term 1 2022. The Avenues Education Individual Education Plan (IEP) was further embedded in to teacher's day to day practice. IEP's and return to school plans (RTSP) will be a focus of our assessment and progress measures. Stakeholder Survey's will be in our review of evidence and data processes. We will work to further increase data driven, evidence-based practices across our school as part of our universal design.

Achievement

Avenues Education provides tiered educational interventions to reduce barriers to student achievement across a variety of contexts. In 2021, we provided educational support to 871 students. 9% were enrolled in a Primary or Pre-Primary Settings, 77% from Secondary or College Settings, 7% from Alternative or Special Settings and 3% were not enrolled on referral.

Teachers have demonstrated a greater awareness of the need to use data and evidence to drive practice and support student achievement in 2021. A variety of school-wide Teaching & Learning templates have been developed and utilised to support students to reengage with their Learning. Individual Education Plans (IEPs) are well embedded across the school and each student has an IEP that identifies goals, strategies and student achievement. Our teachers collaborate with students, parents/carers, staff from the student's school of origin, CYMHS staff and other relevant professionals to plan and implement a range of strategies individualised to each student. 2021 IEP Goal achievement data indicates that 60% of students exited our programs made good to excellent progress towards achieving their goals. Further evidence of student achievement is represented in stakeholder surveys. 80% of secondary school students surveyed in 2021, strongly agreed that they felt a sense of achievement after working with their Avenues Education Teacher with a further 10% of students agreeing to this statement. 85% of parents and carers surveyed during 2021, either strongly agreed or agreed that the Avenues Education Teacher supported their child to reach their educational goals. 74% of school staff surveys indicated that the partnership between the Avenues Education and their own staff improved engagement and educational outcomes for their student.

At times, student educational achievement is impacted by external factors such as the student leaving the CYMHS service. In 2021, 20% of Intervention Outcomes were disrupted. In 2022, we will be explore how we can continue to provide support to students after CYMHS discharge and how we build the capabilities of school staff to support inclusion and promote positive mental health for all students.

Engagement

In 2021, our school focused on improving student, voice and agency through a Professional Learning Community (PLC) approach to support health, wellbeing and engagement. Student survey feedback data indicated that 90% of students surveyed in 2021 indicated that they agreed or strongly agreed to having a positive experience with Avenues Education involvement. Staff have gained greater knowledge and confidence in using the Amplify document. A student snapshot has been added to Return to School Plans to identify student strengths, interests, challenges, possible goals and predicted outcomes that can be used across all school settings. Embedding student voice and agency into school

documentation and processes has allowed staff to implement student voice and agency as an integral component of their work rather than as an additional consideration.

The Groupworx and Adolescent Inpatient Unit (AIPU) Teaching Programs were reviewed during 2021 with a focus on maximising student learning engagement. Teachers, school leaders and CYMHS staff developed a collective understanding of each program and the role of Avenues Education and Teachers. Results indicated the need to develop a universal design for learning. Eastern Health are not facilitating the Groupworx program in 2022 and our school will devise and implement a Pathways Education Program for CYMHS outpatient students. In 2022, a greater emphasis will be placed on the development of the curriculum and pedagogy in our group and individualised programs that aligns to DET priorities, the Critical and Creative Thinking, Ethical, and Personal and Social Capabilities Framework within the Victorian Curriculum, as well as the scope of teacher practice.

In 2022, we will develop a more coordinated central referral process to further respond to the students referred by CYMHS. We will provide teacher capability building sessions to SEVR schools in recognising and responding to student mental health through: prevention and promotion activities, professional learning, consultation and liaison.

Wellbeing

Avenues Education teachers provide educational services to students to reduce the barriers to them accessing the education environment. In 2021, we have provided tiered educational interventions including individual student support, targeted groups for students, mental health prevention and promotion, professional development, consultation and liaison. We have provided early intervention to prevent educational disadvantage of students whose learning has been interrupted due to social, emotional, and/or mental health difficulties. At the core of our work is Inclusion and Diversity. We have provided targeted support directly to schools, including mental health prevention and promotion activities, school capability building sessions, professional learning, consultation and liaison. During 2021, some planned professional development could not be facilitated and have been prioritised for 2022. Staff engaged in a variety of online professional development opportunities to support their individual roles during 2021.

During 2021, due to COVID-19 restrictions, Avenues Education teachers provided online telehealth outreach to students. Teachers played a significant role in ensuring that vulnerable students were able to remain connected to their education during periods of remote and flexible learning and supported them in their transition back to face to face learning. Remote learning posed many challenges for students and limited their ability to access their regular supports out in the community. Avenues staff were integral in continuing to provide support and connection to students during the pandemic.

Finance performance and position

Avenues Education completed the 2021 school year with a surplus of \$344,973.00

As was the case in 2020, our 2021 year continued to be interrupted due to the COVID-19 pandemic which impacted significantly on the programs and planned activities our school offers and has contributed to the surplus. We have continuously undertaken recruitment to fill staffing vacancies, which has also contributed to the surplus. Recruitment is still ongoing.

Avenues Education's only source of revenue is from Bank Interest. \$1338.00 was receipted as bank interest from the combined High Yield and Official Accounts.

The school received Equity Funding for Social Disadvantage of \$5000.00

Tutor Learning Initiative Funding of \$30,000, Mental Health Practitioner in Specialist Schools Funding of \$21,537.00 and a Curriculum Enhancement Grant of \$446.98.

For more detailed information regarding our school please visit our website at
<http://avenuesed.vic.edu.au/>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 0 students were enrolled at this school in 2021, 0 female and 0 male.

NDA percent of students had English as an additional language and NDA percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

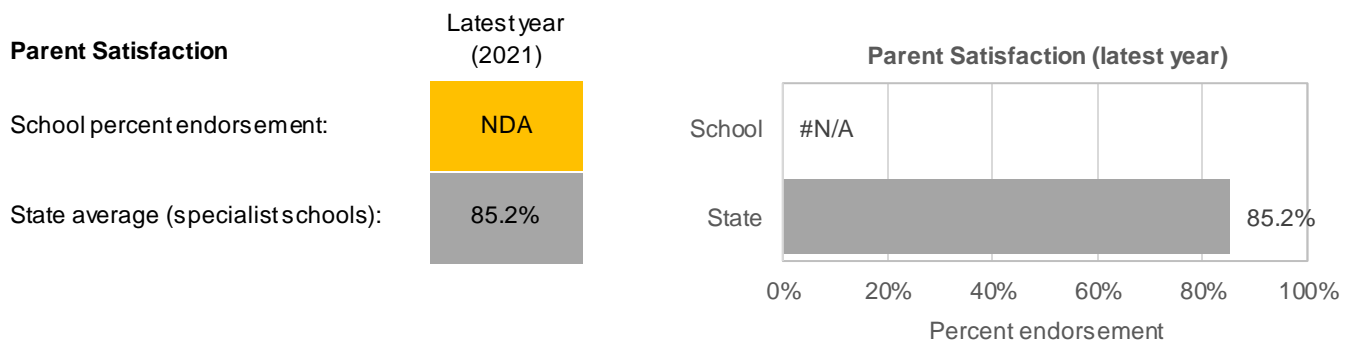
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: NDA

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

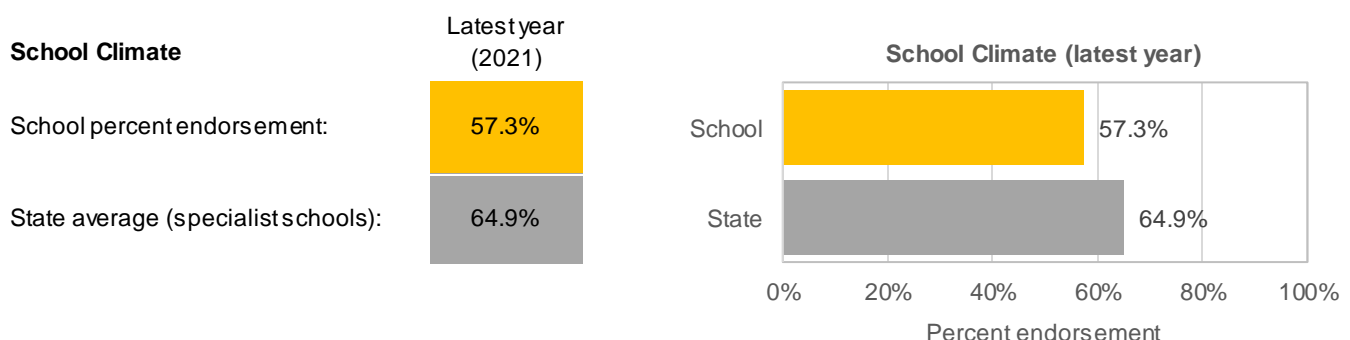


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



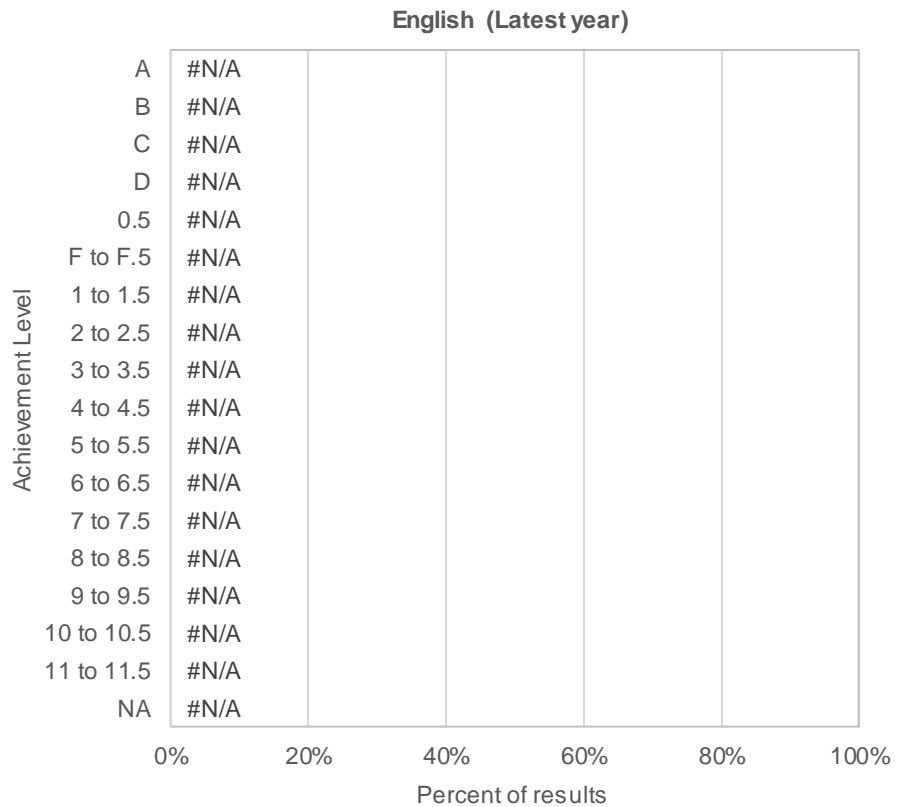
ACHIEVEMENT

Teacher Judgement of student achievement

Percent of results at each achievement level in English and Mathematics.

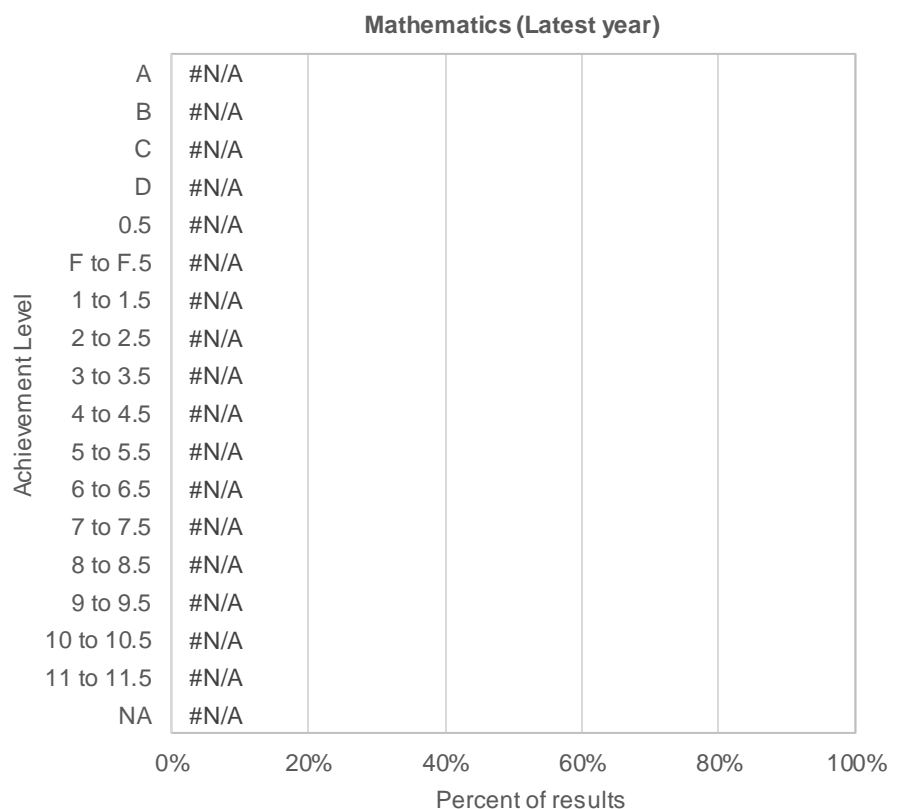
English

Achievement Level	Latest year (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



Mathematics

Achievement Level	Latest year (2021)
A	NDA
B	NDA
C	NDA
D	NDA
0.5	NDA
F to F.5	NDA
1 to 1.5	NDA
2 to 2.5	NDA
3 to 3.5	NDA
4 to 4.5	NDA
5 to 5.5	NDA
6 to 6.5	NDA
7 to 7.5	NDA
8 to 8.5	NDA
9 to 9.5	NDA
10 to 10.5	NDA
11 to 11.5	NDA
NA	NDA



ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence	2018	2019	2020	2021	4-year average
School average number of absence days:	NDA	NDA	NDA	NDA	NDA

Students exiting to further studies or full-time employment

Percentage of students going on to further studies or full-time employment.

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

Student Exits	2018	2019	2020	2021	4-year average
School percent of students with positive destinations:	NDA	NDA	NDA	NDA	NDA

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$2,303,106
Government Provided DET Grants	\$175,381
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$1,338
Locally Raised Funds	\$0
Capital Grants	\$0
Total Operating Revenue	\$2,479,825

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$2,033,118
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$3,064
Communication Costs	\$28,842
Consumables	\$13,014
Miscellaneous Expense ³	\$6,856
Professional Development	\$8,680
Equipment/Maintenance/Hire	\$15,093
Property Services	\$33
Salaries & Allowances ⁴	\$12,385
Support Services	\$3,802
Trading & Fundraising	\$85
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$9,880
Utilities	\$0
Total Operating Expenditure	\$2,134,852
Net Operating Surplus/-Deficit	\$344,973
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$566,371
Official Account	\$7,571
Other Accounts	\$0
Total Funds Available	\$573,941

Financial Commitments	Actual
Operating Reserve	\$16,956
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$455,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$471,956

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.